R E P O R T R E S U M E S

ED 011 536 UD 002 704

REPORT OF JOINT PLANNING COMMITTEE FOR MORE EFFECTIVE SCHOOLS TO THE SUPERINTENDENT OF SCHOOLS.

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PUB DATE 15 MAY 64

EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *SPECIAL PROGRAMS, *SCHOOL INTEGRATION, *SCHOOL PERSONNEL, PARENT SCHOOL RELATIONSHIP, SCHOOL COMMUNITY RELATIONSHIP, PRESCHOOL EDUCATION, EXTENDED SCHOOL DAY, CLASS SIZE, KINDERGARTEN, GRADE 1, GRADE 4, GRADE 2, GRADE 3, GRADE 5, STUDENT PLACEMENT, EXCEPTIONAL CHILDREN, INSTRUCTIONAL MATERIALS, EDUCATIONAL EQUIPMENT, EDUCATIONAL RESEARCH, EDUCATIONAL FACILITIES, NEW YORK CITY, BROOKLYN, MORE EFFECTIVE SCHOOLS PROGRAM

A PLAN IS PROPOSED BY REPRESENTATIVES OF THE SCHOOL SUPERINTENDENT, THE TEACHERS' UNION, AND SUPERVISOR ORGANIZATIONS FOR A PROGRAM THAT WILL PROVIDE IMPROVED, INTEGRATED EDUCATION FOR DISADVANTAGED PUPILS. THE PROGRAM, TO BE ESTABLISHED IN VARIOUS CITY AREAS, WILL OFFER PREKINDERGARTEN CLASSES, AN EXTENDED SCHOOL DAY, AND REDUCED CLASS SIZE. INNOVATIVE METHODS, MODERN MATERIALS, AND ENRICHMENT WILL BE OFFERED BY AN EXPANDED STAFF WHO WILL BE GIVEN OPPORTUNITIES FOR PROFESSIONAL GROWTH. SPECIAL PROVISIONS WILL BE MADE FOR EXCEPTIONAL CHILDREN. CITY AGENCIES AND SCHOOL ADMINISTRATORS WILL BE ENCOURAGED TO COOPERATE IN OVERCOMING THE EFFECTS OF FAMILY MOBILITY ON EDUCATION BY ENCOURAGING PUPILS TO REMAIN IN THEIR ORIGINAL SCHOOLS. THE SCHOOL PLANT WILL BE MAXIMALLY USED AND LOCATED SO AS TO ACHIEVE INTEGRATION, AND OUTSIDE FACILITIES WILL BE AVAILABLE IF THEY ARE NEEDED. A SPECIALIST AT EACH SCHOOL WILL HELP TO PROMOTE GOOD HUMAN RELATIONS AMONG PUPILS, STAFF, AND COMMUNITY, AND PARENT ASSOCIATIONS AND COMMUNITY ORGANIZATIONS WILL HELP TO MOBILIZE COMMUNITY INVOLVEMENT. (NH)

ED011536

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REPORT

OF

Joint Planning Committee For More Effective Schools

to the

SUPERINTENDENT OF SCHOOLS

MAY 15, 1964

UD 002 704

NEW YORK CITY PUBLIC SCHOOLS

TABLE OF CONTENTS

	Page
Introduction	i
Summary	ii
Part I – Curriculum	1
Part II – Personnel	12
Part III – School Plant and Organization	15
Part IV – Community Relations	18

INTRODUCTION

New York City's tomorrow is being written in its classrooms today. There are too many children in our community who are growing up without the basic skills necessary for future success as citizens. We believe that these children, properly challenged and given the means for growth and learning, can make unprecedented academic and social progress. To meet this challenge a new design for education must be created.

Superintendent of Schools Calvin E. Gross charged this committee, consisting of representatives of the United Federation of Teachers, Council of Supervisory Associations and representatives of his staff, with the responsibility for setting up a program for more effective schools. Community organizations, parent, professional, and civil rights groups as well as school staff were invited to present their views. The plan recommends the utilization of every professional resource to insure success in school – the support of specialists in psychology and guidance, expert teachers of reading and the academic disciplines, the most skillful and effective supervisors and teachers available. The committee believes that nothing less than a comprehensive design can attain the goals of a meaningful, integrated education. Patchwork or limited improvements are futile. It is also recognized that the magnitude of initiating an effective school program is such that it can be started in September 1964 only in about ten schools. A timetable should be developed for its early extension to all the elementary schools.

The plan we submit makes several assumptions:

> More effective education demands that children of varied ethnic groups have the opportunity to grow together. Hence all plans for desegregation and better education must be linked. Successful education is essential to successful integration.
>
> All of the elements of a sound educational structure must be present. No one element can make a meaningful contribution by itself. (Smaller classes require more classrooms to insure a full school day, etc.)
>
> Many teachers and supervisors will seek to be involved in this genuine educational experience. This is the essence of their professional commitment. The unity of purpose of the Council of Supervisory Associations and United Federation of Teachers working together with representatives of the Superintendent's staff to formulate such a program holds great promise for the future. It is our hope that this same spirit will be reflected in the democratic participation and active involvement of the members of the staff within each school.
>
> No program can succeed without the genuine cooperation of parent and community agencies.

We know that the program will be expensive. It is the opinion of the committee that the cost of effective education must be paid if society is to fulfill its obligation to all the children. Nothing less will work. The time for innovation and bold planning is now.

SUMMARY

PUPILS AND CURRICULUM

1. Integration will be a major factor in the choice of schools for the More Effective Schools Program.

2. The program will provide for education beginning at ages 3–4.

3. The school will be open from 8 a.m. – 6 p.m. with programs to meet the needs of the pupils.

4. Class size will vary from 15 in prekindergarten classes to a maximum of 22 in other grades.

5. Classes will include children with a wide range of abilities and personality traits, heterogeneously grouped. Individualized instruction in the 3 Rs will be provided for through flexible grouping.

6. Promising modern teaching methods will be implemented under optimum conditions. These will include team teaching, and non-graded blocs consisting of early childhood grades, grades 3–4 and 5–6.

7. Abundant supplies of modern teaching materials appropriate to urban communities will be necessary.

8. Provision will be made to meet the needs of children with physical, emotional, and social problems through a teacher, guidance and medical team.

9. Efforts will be made to overcome the effects of pupil and family mobility through closer cooperation with the Department of Housing, the Department of Welfare, and other social agencies. In addition, adjustments will be made in the present transfer regulations to encourage pupils to remain in their schools.

10. Close relations will be established with local colleges and universities for purposes of teacher training, curriculum development, research, and evaluation and project development.

11. Maximum use will be made of the newest techniques in audio-visual instruction including closed circuit T.V.

12. Teacher specialists in art, music, and other curriculum areas will be used to enrich the instructional program.

PERSONNEL

1. Efforts will be made to recruit a staff which is enthusiastic, able, and committed to the program. This will be achieved through the democratic involvement of teachers and supervisors.

2. Provision will be made for a continuous program of professional growth including payment by the Board of Education for one college course per semester.

3. In order to give teachers maximum time for concentration on instruction, teachers will receive a daily unassigned preparation period, and relief from all non-teaching duties.

SCHOOL PLANT AND ORGANIZATION

1. Maximum use of the school plant will be made for a full school day, week-end and during the summer months.

2. Facilities will be sought for outside the regular school plant, in office buildings, settlement houses, etc.

3. Schools will be located so as to achieve maximum integration.

COMMUNITY RELATIONS

1. Each school will have a Community Relations Expert to promote good human relations among the children, the staff, and the community.

2. Wide and sustained community involvement will be encouraged through the parent associations, parent workshops, and community organizations.

PART I

PUPILS AND THE CURRICULUM

OVERVIEW

Basic to the success of a More Effective School Program is a dynamic reshaping of the schools' organization, curriculum, and total resource into a new design that will fully meet the needs of every child. In this giant task, eight areas of action emerge as fundamental for moving children up the ladder in all aspects of growth--moral, academic, social, emotional, and physical. These include areas of action to:

Establish an Early Childhood Program for children, ranging from prekindergarten through the second grade

Redesign grades 3-6 as a Middle Grade Program

Make complete provision for meeting the needs of exceptional children

Develop special programs and procedures

Provide materials and equipment that are adequate to meet new needs

Motivate children

Encourage research and experimentation

Provide for staff growth

EARLY CHILDHOOD PROGRAM

A basic step in designing a more effective school is the creation of a new type of Early Childhood Program that will meet children's needs so fully that remedial and special classes, as well as nonpromotion, could be reduced to a minimum.

The Early Childhood Program is envisioned as a four-or-five-year sequence of prekindergarten, kindergarten, and grades 1 and 2. The keystone is the provision for prekindergarten classes.

This program attempts to deal realistically with those elements of living that make for a positive self-image. The intellectual and emotional processes that control a child's adjustment and achievement are inextricably interwoven. Moreover, it recognizes the urgency for the development of a comprehensive plan that seeks to mitigate the widespread educational, physical, social and recreational deficits among our children. Only the combined efforts of teachers, psychologists, social workers and the related professions can hope to tap the still unrevealed strengths of our children so as to nurture a far more effective self-image and thus to realize maximum growth.

The home class should be small enough and adequately supported through an appropriate ratio of teachers, teaching specialists and guidance-clinical personnel to serve a heterogeneous group of children. It should serve as the primary resource for children with a wide range of needs and abilities.

Fortunately New York City has available many resources which should be drawn into the resolution of the character of the Early Childhood Program: the largest educational staff in the world (including the Bureau of Early Childhood Education and the Bureau of Child Guidance), the Department of Welfare, college personnel and the findings of both pioneering and substantiative experiments and projects.

Prekindergarten

Registers of 15 maximum should be established for all four-year-olds. If possible, three-year-olds should be included in this program so that enrichment and guidance may be available to every child at the most receptive points in his life. An action program should be initiated to register on a voluntary basis all pupils eligible for prekindergarten classes.

In schools where the need is generally felt, the prekindergarten program should extend from 8:00 a.m. to 5:00 p.m., or from 8:00 a.m. to 6:00 p.m. In other schools a schedule from 9:00 to 3:00, 9:00 to 12:00, or 1:00 to 4:00 may be more suitable. Because the quality of the program will, of course, depend largely on the number of trained adults at hand and the time they have for working both individually and collectively with the children, the following ratio of professional and auxiliary staff is recommended:

The number of teachers should be proportionate to the number of hours the children are present:

Time Schedule	No. of Pupils	No. of Teachers
9 to 3	15	2
8 to 5 or 6	15	3
9 to 3	30	4
8 to 5 or 6	30	5*

*Based on assumption that some pupils will not be in attendance the whole day.

The supportive personnel assigned are needed to provide basic services for the children and to provide the assistance needed by teachers in designing learning experiences appropriate to these children's needs. The supportive services include those of--

An Early Childhood Consultant to work full time with the staffs of every three schools in order that teachers may gain the insights, attitudes, and knowledges necessary in working successfully with the children.

A guidance team to work with both children and parents. The team would study each child and initiate guidance where needed. The team for each school would include teachers, a psychologist, a psychiatric consultant, social workers (for extensive work with parents), and guidance counselors.

A medical-dental team (especially selected for their qualifications in working with children of preschool age) to provide a complete physical examination for each child. Correction of defects should be initiated when necessary in cooperation with a nearby hospital designated as the feeder hospital for the particular school. Medical and dental care, public or private, should be on a continuous basis. Such supplementary elements as meals should be included when necessary.

A Community Relations Expert (who may be an Auxiliary Teacher), working with School-Community Aides to develop a carefully planned program of communication with parents.

Other special assistants to help in a variety of supporting ways. These special assistants would include School-Comunnity Aides; volunteers from junior and senior high schools; and college students and educators who might pool their time, interest, and talent in conducting helpful research and preservice activities.

Kindergarten

Kindergarten classes for all pupils are a necessary corollary of the prekindergarten offering in the Early Childhood Program. A concerted drive should be launched in June, 1964, to register for 1964-65 every pupil of kindergarten age. It is strongly recommended that pupils in socially-disadvantaged neighborhoods attend for the full-day program (8-5, 8-6, or at least 9-3) and that the value of this program be stressed in discussions with parents. The full-day program is imperative in order to provide the necessary foundation in the listening, speaking, and vocabulary skills that the kindergartners will apply in learning to read the following year. In addition, these five-year-olds need the full school day in which to learn to relate to others, to begin to develop a richer self-image, and to overcome the negative effects of their environments. Only when the full day is patently not feasible should there be the 9-12 and 1-4 sessions as an alternative.

Registers should be limited to 18 to 20 children, each class accommodated in a separate room. Teachers should be assigned on a team basis:

Time Schedule	No. of Pupils	No. of Teachers
9 to 3	18 to 20	1 1/2*
8 to 5 or 6	18 to 20	2
9 to 3	36 to 40	3
8 to 5 or 6	36 to 40	4**

*Three teachers for two classes
**Based on assumption that some pupils will not be in attendance the whole day

The personnel described as basic to the success of the prekindergarten program (consultants, guidance team, medical-dental personnel, and so on) should work simultaneously with the kindergarten staff and should continue to work with increased effort and necessary refinements in subsequent years.

In preparation for a More Effective School Program, a full-fledged drive should be made in June, 1964, to enroll in a Summer Kindergarten all prospective first graders who did not attend kindergarten during 1963-1964. These classes may be developed in cooperation with the Bureau of Community Education and should be supported by as many of the resources previously outlined as can be developed by summer, 1964. Class registers should not exceed 20, and close liaison should be maintained between the summer kindergarten schools and the feeder schools.

Grades 1 and 2

In grades 1 and 2, which comprise the top two years of the Early Childhood Program, the same reinforcements of personnel, material, and equipment should be introduced simultaneously with their introduction in the prekindergarten and kindergarten. Thousands

of first and second graders are already handicapped by lack of any kindergarten (let alone prekindergarten!) training; their need is scarcely less urgent than that of the younger children. Every possible effort must be made to stress all-around progress; and every obstacle to that progress must be ferreted out and removed as rapidly as possible.

Each school will need to develop a pattern of organization for its first and second grades. The pattern selected should facilitate rapid growth by marshalling the fullest capacity of the staff to meet the needs of the children. Alternative possible patterns are:

Class Unit. All classes on the grade should be heterogeneously organized with flexible homogeneous groups for small-group instruction and team teaching within a class.

Grade Unit. All classes on the grade heterogeneously organized, with flexible homogeneous groups within the class and also within the entire grade block on a planned basis.

Nongraded Primary. All classes organized in spans, such as K-1, or 1-2, with each class a heterogeneous unit with flexible homogeneous subgrouping for instruction.

In each of the three organizations, the heterogeneous grouping of pupils in class groups should be carefully planned to provide for a wide range of abilities within each class. Teachers may need preparation in using the designated plan of organization, and that preparation must be provided.

The maximum class register in these first and second grades should be 22, with a reduction to 18 to 20 for classes of pupils who have had no kindergarten experience. In addition, a fourth teacher should be assigned to every three classes for teaching on a team relationship. Activities of this fourth teacher would include such responsibilities as:

Teaching skills to small groups or individuals and team teaching within the home classroom

Continuing instructions in creative work (art, music, etc.) initiated by a specialist

Testing pupils and diagnosing results

Providing remedial assistance to absentees, new entrants, and other pupils in need of individual help

Teaching the majority of a class while its regular teacher works with a few pupils

Assisting with guidance situations

Teaching the class during the homeroom teacher's unassigned period

Special Placement

At the end of the second grade, placement of each child should involve consideration not only of the child's academic achievement but also of his social, emotional, and physical maturation. In light of individual needs, special placement may be arranged:

Acceleration. Pupils achieving at or above grade 4 academic level and possessing physical and social maturity may be accelerated to grade 4.

Junior Guidance. Pupils evidencing marked inadequacy in achievement or adjustment because of emotional or social instability may be placed in regular Junior Guidance classes with a maximum register of 8 to 12 pupils a class.

Bridge Class. Pupils who lag in achievement (perhaps because of excessive mobility or other factors that prevented sustained attention to studies) but who show sufficient capacity to succeed in the third grade (if placed in a small group and given much individual help) may be placed in a "bridge class" with a register of 15 or fewer pupils. In general, the pupil should be retained in the class for the full school year; in some cases, however, the child may be returned to a regular class during the year upon the recommendation of the team consisting of teachers, supervisor, clinician, and counselor.

Retention. Pupils showing lack of ability to progress adequately and exhibiting social immaturity may, upon the recommendation of the team consisting of teachers, counselor, supervisor, and clinician, be retained for another year within the Early Childhood Program.

Referral. Pupils exhibiting marked slowness may be referred to a psychologist for possible CRMD placement.

In all cases of special placement, the parent of the child concerned should be involved in and understand the reasons for the decision.

The Early Childhood Program, in brief, is conceived as a determined effort to give every child, especially those in socially-disadvantaged areas, a better "running start" on his school career by (a) welcoming into prekindergarten classes all the four-year-olds and as many three-year-olds as can be recruited and accommodated, (b) drawing into kindergarten classes all the five-year-olds, and (c) supporting not only the prekindergarten and kindergarten classes but also the first- and second- grade classes with a powerful staff that is equal to every need.

MIDDLE GRADE PROGRAM

Just as there is need for restructuring and reconceiving the pattern of Early Childhood Education, so is there need for redesigning the organization, class size, and other factors affecting progress in grades 3, 4, 5, and 6.

Four types of organization are suggested for the Middle Grade Program; the one selected is to be adequate for the particular school and staff:

Class Unit. All classes on a grade may be heterogeneously organized, with flexible homogeneous group for small group instruction and team teaching within the class.

Grade Unit. All classes on the grade heterogeneously organized, with flexible homogeneous groups within the class and also on a planned basis within the entire grade bloc.

Nongraded Units. Each class is a heterogeneous group spanning two grades such as 3-4, 4-5, and 5-6, with flexible homogeneous grouping for skill teaching, talent groups, and the like.

Team Teaching. All classes on a grade are considered a team. Later, after adequate development of the staff, two or even three grades should comprise a team. Flexible homogeneous grouping is used for skill teaching, utilization of special abilities of teachers, talent groups, etc.

Middle Grade classes should be organized with a maximum register of 22 pupils. The teaching staff should consist of four teachers for every three classes on a grade level for use on a team basis. The duties of the fourth teacher should be similar to those listed in the section relative to grades 1 and 2.

At the level of grades 3-6, the services of a Corrective Reading Teacher should be used to assist pupils having deep-rooted reading problems. The Corrective Reading Teacher should work closely with the classroom teacher and other members of the guidance team. Unless the school has a highly mobile pupil population, the need in future years for the services of a Corrective Reading Teacher should decrease as pupils' reading needs are met more effectively through smaller classes, a better foundation of pre-reading skills, a full complement of guidance services, and more effective teaching.

The special supportive elements already defined in the Early Childhood Program should be introduced simultaneously for children in the Middle Grades as well, and supplementary provisions should be anticipated as additional needs of children in this group become evident.

EXCEPTIONAL CHILDREN

Fundamental to any school program that seeks to meet children's needs must be recognition of the fact that the exceptional child is part of every school population and is entitled to an education tailored to fit his need. Among the exceptional children we are particularly concerned with are the emotionally and socially disturbed. For some of these children, passive as well as aggressive, special classes and provisions can be made within the school; for others who cannot be accommodated even by special programs with the school, referral must made to sources outside the school.

No child should be allowed to continue in a class who seriously and persistently impedes its normal functioning. It is recognized that any child who minimally cannot adjust is committing an injury to himself as well as the other children. The major responsibility for all these socially and emotionally malfunctioning children should be carried by both educators and mental health clinicians on a sustained basis.

Within the school. Provision should be made for the following services and special classes.

Closed Junior Guidance classes should be formed to meet the needs of socially and emotionally disturbed children. The classes should be organized with a balance of passive and overt children to allow for effective functioning. Classes should be closed-end, with a register of 8-12 pupils. Three Junior Guidance Teachers should be assigned to every two classes. Full supportive guidance and other necessary services must be available.

Vestibule Junior Guidance classes should be formed, with Junior Guidance teachers, to absorb delinquent and pre-delinquent children *anytime* during the school year, while proper placement of these children is being determined. A new class should be formed to accommodate a maximum register of eight as soon as a register is closed. Full supportive services must be available.

Home-Instruction pupils should be aided by an intensified and well-coordinated program that involves regular visits by the Home Instructor, close liaison with the parent school, increased use of guidance services, pilot studies involving new audio-visual approaches, and new types of material.

Outside the school. Provisions must be made for the destructive, disruptive child who cannot function in the regular classes and for whom school resources have been exhausted.

Presuspension Hearing. Each child should be evaluated by a team composed of the principal, teacher, and guidance staff.

Medical Suspension. When suspension is justified, it shall be made immediately on the recommendation of the school clinicians assigned by the Bureau of Child Guidance to the Junior Guidance program of the school. This suspension would be for medical reasons.

Day-Care Centers. Children suspended should not be left with the home or street as their major educational resource but rather should be assigned to a new type of day care center or an improved type of residential home. A drive should be initiated immediately to provide these two types of facilities in adequate number and qualtiy to accommodate the many pupils in need of their special services. It is important that children not be suspended and then a few days later be returned to renew their disruptive activities. These children must be accommodated in a place that can serve them more effectively than their present school.

State Hospital Returnees. Clinical and counseling programs should be mandatory for as long as necessary. These programs should be designed to provide screening and placement of children before their return to schools, sustained follow-up, and close liaison with the receiving elementary school.

SPECIAL PROGRAMS AND PROCEDURES

Development of a curriculum that will meet the needs of children in socially disadvantaged areas involves two approaches: the selection and use of today's best practices, and the invention and refinement of new practices created directly to meet the urgencies of the More Effective School Program. With the cooperation of the Board of Education staff and of area college and other resource personnel, both approaches should be used to the utmost to implement such innovations and extensions as the following:

Extended School Day. Using the finest practices derived from the All-Day Neighborhood Schools, Play Schools, settlement houses, programs of the Bureau of Community Education, and the like, a dynamic Extended School Day program should be conducted at each school.

School Library. Each school's library should contain materials not only appropriate to the needs of the children but also appropriate to the needs of the parents of these pupils. It should be accessible to adults in the evening hours.

Camp Program. Each school should sponsor some appropriate camp programs ("Sleep-Away," "All-Year-Round," "Summer," etc.) in which both pupils and parents may participate. Beginning in the summer of 1965, each school should serve as a Summer Day Camp in which there is a blending of skill and talent, excursions, physical activities, and other attractive offerings.

Summer Kindergarten. Each school should conduct during 1964 summer kindergartens for all children not enrolled in a kindergarten during 1963-64 and eligible for first grade in September, 1964. Later, this program may be expanded to include children who had less than full-time kindergarten experience the preceding school year.

Welcome Program. Each school should develop a comprehensive summer program for orienting pupils who move during the late spring and early summer to the school area from Puerto Rico, the southern states, and other places with different educational or language backgrounds.

Seven-Day Schools. Study should be made of the value and practicability of offering, in some schools, a full seven-day program of club-recreational-library activities.

Speech Teachers. The Speech teacher in addition to using her time for the correction of serious defects should also focus on developing effective speech patterns for all pupils, working not only with individuals and small groups but also as a teacher for the whole class.

MATERIALS AND EQUIPMENT

The inadequacy of the standard contemporary materials and equipment, in terms of meeting the learning needs of some of the children in socially-disadvantaged areas, is attested by the failure of some of these children to achieve their maximum intellectual potential. New materials that do meet their learning needs must be developed, along with new equipment and new procedures for using them. Aggressive action should be taken on such fronts as the following:

Urban Packet. There is urgent need for a full complex of materials (texts, practice books, photographs, films, slides, transparencies, etc.) that are oriented to the urban child and that build on what he does know. These materials should reflect the life and cultural contributions of all minority groups. The need is not in a single curriculum area but across the full spectrum of curriculum areas.

Language Texts. Include in each classroom some books in each child's own language--French, Spanish, Italian, and so on--and include in each class program some provision for the child's use of these books.

Audio-Visuals. Pilot studies should be undertaken to ascertain the most effective ways for the use of audio aids, visual aids, audio-visuals, tapes, records, television, close-circuit television, etc.

Procedures. Pilot studies should be undertaken, also, in exploring diversified ways of using materials readily at hand, possibly as a function of the Campus School Program and personnel active in these schools.

Programmed Instruction. The fullest potential of the mounting flood of programmed-instruction material should be utilized in every More Effective School.

Test Schools. Consideration should be given to having each school in the More Effective School Program designated as a "test school" for classroom tryouts for the Bureau of Supplies and selected items of school equipment and instructional material.

In addition to the action just cited, priorities must be given by the Bureau of Supplies to schools in the program. A realistic procedure for inventorying school supplies and equipment should be developed. In order to make possible a school program tailored to daily needs, a drawing fund for supplies should be established at the Bureau of Supplies. A cash fund, with regular accounting procedures, should be established for the principals of these schools. Principals should be fully authorized to purchase, for exploratory and pilot use, nonlist materials.

MOTIVATION OF PUPILS

A major objective of the More Effective School Program is to instill in pupils the desire to move ahead.

The whole area of motivation deserves serious investigation and should be given high priority by the Research Team.

RESEARCH AND EXPERIMENTATION

Careful evaluation of the program as a whole from the very initiation of the project is basic to sound growth. The evaluation must be skillfully planned under the guidance of the research staff assigned and in cooperation with the school staff and the college personnel of the Campus School Program. All resources of the Board of Education, the Board of Higher Education, colleges and universities, public agencies and private grants should be used to design and conduct research.

In order to effectuate the research program, one school should be designated as the Research Center. It should have as consultant an "Academy of Research" (similar to the Reading Academy of the Elementary Division) composed of outstanding experts and specialists from the entire metropolitan community. The Research Center would serve as a clearing house for studies, explorations of new procedures and materials, and so on, and would work in close cooperation with the Bureaus of Educational Research, Curriculum Research and Child Guidance.

Areas of action in research with experimentation would include the following:

Organization and special classes

- Nongraded primary
- Grade unit
- Team teaching
- Open-end grouping
- Prekindergarten
- Extended day in kindergarten
- "Bridge" classes

Involvement with groups

- Campus school program
- Special community projects
- School-community aides
- Civic agencies (health, housing, welfare)
- Human-relations groups

Special programs

Camping programs (summer, sleep-away, year-'round)
Summer day camp program
Extended school day program
Community library program
Special parent-community programs
Welcome program (new arrivals, orientation)
Summer kindergarten programs
Exchange school program (teachers, parents, children)
Audio-visual: closed-circuit television
Audio-visual: listening-speaking laboratories

Studies and projects

Approaches to teaching non-English children
Study of approaches to beginning reading
Study of physical anomolies and the results of a correction program (with AMA)
Studies of academic achievement in selected areas
Studies of sequences in learning
Studies of effectiveness in different patterns of preservice and in-service growth
Studies of the use of programmed materials and machines in motivating learning
Studies of utilization of community resources
Studies relating to motivation, human relations, the effectiveness of guidance, etc.

Although each of these areas of investigation has broad implications for the whole school system, nevertheless the focus imperative here is on the values pertinent to the children in the More Effective School Program.

STAFF GROWTH

The catalytic agent in moving forward any program designed for the More Effective School is the staff assigned to bring into action the suggestions culled from every source. In addition to the suggestions given in the section on Personnel the following avenues of staff growth should be emphasized:

Professional Library. Each school in the program should have a professional library appropriate to the size of the staff and the diversity of their problems.

Foreign Language. Each school should provide opportunity on an optional, voluntary basis, for staff members to learn the language spoken by many children in the school (Italian, Spanish, French, and so on).

Operation Understanding. Members of the staff should have opportunity to participate in Operation Understanding (the program of supervisor visitation and teacher exchange with schools in Puerto Rico). Consideration should also be given to expanding Operation Understanding to enable additional staff to participate. The program should also be extended to sections of our own country, as the South, and to other countries.

Research Clearing House. Provision must be made on a planned, systematic basis for relaying to members of the staff all significant findings that emerge from studies and investigations. This relay should include not only written reports but practical demonstrations and, where pertinent, actual practice in using the findings.

In essence, time and resources must be provided for a carefully-developed program of staff growth that not only will give every participating teacher and supervisor the information needed for more effective performance of his responsibilities but also will challenge his professional interest.

CONCLUSION

If we accept the broad definition of the curriculum as all the experience the child has inside and outside the school to further his education, then this More Effective School Curriculum is an appropriate vehicle for fulfilling this objective.

PART II

PERSONNEL

SELECTION OF STAFF

The staff should represent a diversity of ethnic background, creative talent, and experience. They should be teachers and supervisors who are eager to promote the success of this pioneer effort.

The Superintendent of Schools shall select the staff. The present staff, including the assistant principals in the schools selected as the More Effective Schools, shall be retained. The staff of the schools selected shall be informed of the challenging nature of the program. If a teacher or an assistant principal so desires, he shall be given an opportunity to transfer without prejudice to another school.

In augmenting the staff, an Advisory Committee consisting of representatives of the United Federation of Teachers, Council of Supervisory Associations and other professional individuals selected by the Superintendent shall suggest criteria for his guidance.

Transfers shall be exempt from the provision of the Transfer Plan. Substitutes who are replaced by transferees shall retain their seniority rights in the schools to which they are assigned.

Teachers and supervisors who at the end of the first year wish to return to their former schools should be permitted to do so without prejudice.

STAFF REQUIRED FOR EACH MORE EFFECTIVE SCHOOL

84 Classroom Teachers - (This will include teachers for extended day programs, Junior Guidance, pre-school and kindergarten classes.)

1 Community Relations Expert (bi-lingual where necessary - may be Auxiliary Teacher.)

8 Teaching Specialists - Art, Music, Science, Corrective Reading (required only in initial stages), Library, English Language Resource (or Non-English Speaking teacher), Audio Visual
(The above teaching specialists are to work with the classroom teacher in small and large group situations as a peer teacher).

3 Guidance Counselors

1 Psychologist

2½ Social Workers

¼ Psychiatric Consultant

1 Principal

1 Administrative Assistant (teacher assigned to supervise school aids and perform all administrative duties as designated by the principal)

5 Assistant Principals (1 Early Childhood specialist)

4 Secretaries

½ Doctor

½ Dentist

1 Nurse

School Aids (60 hours daily)

⅓ Early Childhood Consultant (as needed)

ADDITIONAL STAFF REQUIRED FOR RESEARCH AND ADMINISTRATION

1 Educational Psychologist

1 Educational Research Sociologist

1 Assistant Superintendent

CAMP PROGRAMS

Week-end, Summer Day Camp, and Sleep-Away Camp programs will necessitate additional staff.

ADVISORY BOARD

An Advisory Board consisting of the present "Joint Committee for More Effective Schools," and, if desired, other members of the Superintendent's staff shall meet on a regular basis for the purpose of advising the Superintendent of Schools on all matters pertaining to the More Effective School Program.

PROFESSIONAL CONDITIONS

To help ensure the success of this program, professional conditions should include:

1. A daily 45-minute unassigned preparation period for all teachers

2. Relief from all non-teaching duties for all teachers

3. Relief from all patrol duties for all teachers

SCHOOL LUNCH PROGRAM

The responsibility for organizing and conducting the school lunch program should be placed under the direction and supervision of a School Lunch Manager. The professional staff is thus relieved of the responsibility in this area.

PROFESSIONAL GROWTH

Inherent in the entire program are opportunities for professional growth. Teachers will be involved in experimentation, exploration of new methodology, and community action. In addition, payment should be made by the Board of Education for courses taken by the staff. Courses are to be directly related to the program and limited to one course per semester.

In preparation for September 1964, organizational workshops for supervisors and teachers should be held, on a paid basis, during the summer. Plans should also be made for systematic growth of the staff to meet the needs of the program - on a paid basis.

HUMAN RELATIONS

Efforts towards staff orientation and in-service growth in human relations should be highlighted in each More Effective School. Emphasis should include a review of supervisory and administrative procedures for the purpose of providing more democratic and effective relationships.

PART III

SCHOOL PLANT AND ORGANIZATION

There must be a seat and a desk for every child for an extended school day. Maximum use of the school plant should be made during the school day, in the evening, on weekends and during the summer months. Extensive organizational and administrative changes are necessary in order to house the proposed program. The school should be made available for an extended school day for the elementary school population and also for use by other youth service groups and by the community.

SPACE REQUIREMENTS

This program for a school with a pupil population of approximately 1,000 children, with a maximum class size of 22 pupils and with adequate space to house the staff and auxiliary services, will require the following:

50 full size classrooms

2 rooms for music and art programs

1 library (2 full size rooms)

7 full size rooms with movable partitions in each to provide 14 half size rooms for small group instruction, special services, etc.

7 offices for a guidance suite and the community relations staff

a medical and dental suite

a lunchroom for at least 500 pupils

an auditorium, a gymnasium and outdoor playground facilities

adequate sanitation facilities for pupils and adults

lunch and rest room facilities for adult personnel

administrative offices

provision for parking

PATTERNS OF SCHOOL SELECTION

Some schools are to be located in racially imbalanced areas

Some schools are to be located in integrated areas or in areas that have potential for integration

Some schools are to be located in presently integrated areas which are beginning to lose middle class pupils

Some schools are to be newly organized in vacant buildings, on an unzoned basis

Some schools are to be organized in a main building with one or more annexes located in underutilized schools, settlement houses, housing developments and such other space as may be made available for this program

Where transportation is necessary it should be provided by the Board of Education.

PUPIL TRANSIENCY

Pupil mobility is a serious problem which affects the school as well as the academic achievement, and personal and social adjustment of the children. To reduce the number of school transfers, the Board of Education should encourage pupils to remain in the original More Effective School when they change residence, if the parents so desire.

To this end, the Board of Education should:

assume the cost of transportation

set no limit as to distance of time of travel within the city

offer this as a right rather than a privilege

give the policy extensive publicity within the More Effective Schools

refrain from consolidating classes after February 1.

When circumstances indicate that traveling a great distance is not in the best interest of the child, the principal should have the authority to secure permission from the Assistant Superintendent to review a parent's request to remain in the More Effective School.

NECESSARY EXPENDITURES FOR PERSONNEL, MATERIALS, EQUIPMENT & SPECIAL FURNITURE

84 Class teachers

1 Community Relations Expert

8 Teaching Specialists – Art, Music, Science, Speech, Corrective Reading, Librarian, English Language Resource Teacher (or N.E.), A.V. Teacher

3 Guidance Counselors

1 Psychologist

2½ Social Workers

¼ Psychiatric Consultant

1 Educational Research Psychologist

1 Educational Research Sociologist

1 Administrative Assistant

4 School Secretaries

5 Assistant Principals

1 Principal

½ Doctor

½ Dentist

1 Nurse

60 hours daily School Aides

⅓ Early Childhood Consultant

Audio Visual Equipment

Supplies, Materials and Equipment ($25 per child)

Prekindergarten Furniture

NOTES:

1. This represents an increase of 40-50% over the cost of a present-day comparable special service school.

2. Supplementary items for personnel and program requirements used beyond the normal school day, and for all other extended services are not included.

Each of the More Effective Schools should be given high priority whenever maintenance and repairs are necessary. Also, there should be made available to the principal an emergency fund for needs as they may arise: part time clerical help, special instructional material, emergency repairs of equipment, pupil welfare needs, etc.

PART IV

COMMUNITY RELATIONS

The plan for More Effective Schools must reflect the urgent and continued needs of the community and must depend upon extensive community cooperation in order to achieve the following goals:

TO PROMOTE INTEGRATION AND INTEGRATIVE PRACTICES

This objective of total integration in our schools must be of paramount importance in considering attempts to deal realistically with the conditions in our city.

Within the school, integrative practices must prevail in terms of pupil classification, class organization, staff recruitment and staff assignments.

The school curriculum must be constantly revised to reflect realistically the features of urban life and the contributions of various ethnic groups to our common culture.

Colleges and universities must work with the school to develop realistic research, experimentation and programs to meet the needs of the pupil population, and must provide an effective teacher training program.

TO INVOLVE PARENTS, COMMUNITY GROUPS AND COMMUNITY AGENCIES IN SUPPORTIVE ROLES AND TO UTILIZE THE SCHOOL'S RESOURCES FOR COMMUNITY IMPROVEMENT.

The leadership and staff of the More Effective Schools in cooperation with appropriate city agencies and community groups should develop a public relations program to establish a positive image, promote community involvement and identification, present the school program and elicit public support for More Effective Schools.

The school should be utilized as a center for coordination of neighborhood improvement programs.

The school leadership and staff should participate in coordinated efforts toward community improvement with such agencies as the Housing Department, Public Welfare, Sanitation, Police, Transportation, Human Rights, etc.

TO DEVELOP EXTENSIVE PROCESSES FOR PROMOTING IMPROVED COMMUNICATION BETWEEN THE SCHOOLS AND THE COMMUNITY:

The school should encourage the development of an active Parents Association which should be provided with school facilities.

Both written and oral methods of reporting to parents must be improved so that the pupil progress is clearly understood.

Appropriate school machinery should be designed to deal promptly with parent grievances.

Programs, such as parent workshops, should be cooperatively developed.

TO MOBILIZE AND TO COORDINATE THE TOTAL RESOURCES OF COMMUNITY GROUPS AND CITY AGENCIES FOR A MASSIVE ATTACK ON FACTORS WHICH IMPEDE EDUCATIONAL ACHIEVEMENT.

Community needs should be surveyed by school-community groups.

A program of necessary improvements should be developed with priorities for the most urgent needs.

The support of community leaders and citizens for the corrective program should be enlisted.

TO DEVELOP A COOPERATIVE PROGRAM BETWEEN SCHOOL AND PARENTS TO PROMOTE PUPIL ACHIEVEMENT.

Guidance personnel, the Community Relations Expert and other resource people should meet with individual parents.

Time and space should be provided for teachers to meet with individual parents.

A system of recognition of superior pupil achievement, pupil growth and pupil activities should be established.

TO MEET THE SPECIAL SCHOOL PROBLEMS ARISING FROM POVERTY, MOBILITY, LACK OF OPPORTUNITY AND DISCRIMINATION.

School social workers and guidance counselors should work with parents associations and other community groups to develop ways and means of mitigating the harsh effects on children of poverty and discrimination. This group should also concern itself with such problems as housing and job opportunities.

There should be individual evaluations of pupil admissions and discharges so that a more complete profile of the pupil is available to the staff.